

Seventy-fifth and Seventy-sixth School Years

Biennial Report

Utah Schools for the Deaf and the Blind

Ogden, Utah

1958 . . . 1959



BIENNIAL REPORT

of the

Utah Schools for the Deaf

and the Blind

Ogden, Utah

1958 . . . 1959

Seventy-fifth and Seventy-sixth School Years

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SUPERINTENDENT'S BIENNIAL REPORT

A report of the activities of the Utah Schools for the Deaf and the Blind for the period July 1, 1958 to June 30, 1960 is hereby submitted for approval.

During the course of the biennium, some progress was realized in our educational endeavor, however, nothing of an unusual nature. Our schools, as is true of any other school, must have adequate funds in order to secure and retain qualified teachers. Good progress was made through an effective upgrading program of our present staff, however, it is becoming more and more difficult to secure replacements at the salaries we can pay. Our basic salary schedule for teachers was not increased during the biennium. "Peter had to be robbed to pay Paul" in order to meet salaries, to accommodate our rapidly expanding enrollment. This resulted in an acute shortage of maintenance supplies and our buildings are very rapidly showing the effects of hard wear. Our capital outlay fund was scarcely more than a book-keeping item as practically all in this account had to be used in order to meet salaries and current expenses.

The 1959-1960 enrollment was the largest in the history of our schools. Our 219 students represented a 67.2 per cent increase over an eleven year period. Future classroom relief was provided by the 1959 Legislature but a release of the appropriated funds for the classroom building are still awaited. Our need for a vocational building is extremely critical and urgent. An extension to our present main classroom building is also becoming urgent.

Our dormitory situation continues to be critical. Our space problem is extremely acute and our staff exceptionally under-manned. Furnishings have deteriorated to a point that demands immediate attention. Under-staffed and poorly equipped dormitories breed discontentment among students and foster undesirable morale which carries over to the classroom. However, in spite of the most trying conditions under which we expect our houseparents to work, they are doing a very creditable job.

We do point with pride to the splendid work being done by the heads of our departments and their staffs. Each are working with the barest minimum of supplies and aids. Our maintenance and food services departments do a masterful piece of work considering the fact that their equipment is largely of the war surplus variety or, in the case of the maintenance department, salvaged materials. Classroom departments work without many vital modern aids which are available on the market. The student services department was discussed in the preceeding paragraph.

A very sudden change in administration was necessitated by the accidental death of Superintendent Harold W. Green in June of 1959. (See Necrology). On July 10, 1959, Robert W. Tegeder then principal of the School for the Deaf was appointed to the superintendency and on September 9, 1959, Mr. Tony Christopulos was appointed to the principalship of the School for the Deaf. Since that time, Mr. Christopulos has demonstrated a zeal for hard work and along with the complete cooperation of

his staff a great deal has been and is being accomplished. Miss Pearl Huseman was appointed Head of Dormitory Services on September 1, 1959, and since that time has made a considerable number of notable improvements in dormitory operations.

Complete reports of an academic nature are found in this Biennial Report in the reports of the two principals, the field representative and the head nurse. We would extend our sincere appreciation to our department heads at this time, each of whom has done a job of which citizens of Utah can be justly proud. Each has given generously of his or her time and the results are gratifying. All faculty and general staff members are also to be commended for a job conscientiously performed.

Special gratitude is herewith extended to former State Superintendent of Public Instruction, Dr. E. Allen Bateman, and his staff; to Deputy State Superintendent Wilburn N. Ball who serves as secretary of the Advisory Board, to the State Board of Education and to the Advisory Board of our schools, all of whom have manifested a deep interest in the welfare of the schools and the students therein.

TERMS OF ADMISSION

The Utah Schools for the Deaf and the Blind are under the jurisdiction of the State Department of Education. They were established for the education of all children in the State of Utah who are either visually or aurally handicapped to the extent that they can not be properly educated in the public schools, but who are otherwise adequate mentally and physically. We accept children at age five in the School for the Deaf and at age six in the School for the Blind.

Board, room, laundry, tuition and minor medical expenses are furnished. Parents must provide necessary clothing and a small amount of money for incidental expenses.

Our courses of study correlate very closely with those outlined by the State Board of Education, but they are specially adapted for instructing the deaf or the visually handicapped. For additional information application blanks, etc., please contact the superintendent, 846-Twentieth Street, Ogden, Utah.

Necrology

Frank Milton Driggs, former superintendent of the Utah Schools for the Deaf and the Blind from 1901 to 1941 died at the home of his daughter Mrs. Nell Reed in Los Angeles, California, Feb. 12, 1959, at the age of 88.

Harold W. Green, superintendent of the Utah Schools for the Deaf and the Blind, July 1954 to June 1959 was fatally injured in a car accident June 27, 1959, while on his way to the Convention of American Instructors of the Deaf in Colorado. Death came at age 59.

Respectfully submitted,
Robt. W. Tegeder, *Superintendent*

BIRTH OF THE SCHOOL FOR THE DEAF

The social forces of a community have always had a tremendous effect upon the education of the community. The education of the deaf in Utah is no exception. There were three major factors at work which culminated in 1884 in the establishment of the Utah School for the Deaf and Dumb. They were: the wide-spread interest throughout the United States in the education of the deaf, the deep-rooted love for education in general felt by the early settlers of Utah, and the homogeneous religious nature of the communities.

The Utah pioneers were a deeply religious people. They believed that the spiritual welfare of their children was dependent upon their ability to obtain knowledge. It was only natural for the parents of deaf children to wish their children to be educated within the confines of the state. The nearest school was at Colorado Springs, Colorado. To send the children there was expensive, and the long period of separation from the family and church seemed undesirable.

Naturally, the people most interested in the establishment of a school for the deaf were the parents of deaf children. Foremost among these were Joseph Beck, who had three deaf sons, and William Wood, whose deaf daughter, Elizabeth was attending the School for the Deaf at Colorado Springs, Colorado.

The United States census of 1880 had reported 188 persons in the territory who were aurally handicapped. Mr. Beck, in 1883, circulated a letter throughout the territory to ascertain how many of these people were of school age. He received in reply the names of about 50 children.

William Wood, learning of Mr. Beck's interest and efforts visited him in his home. They worked together collecting statistics on the status of the deaf in Utah. They decided to petition the Legislature for the establishment of a school.

Governor Eli Murray became interested in the cause and in his message to the Legislature in 1884, called attention to the condition of the deaf in the territory and the need for a school where they could be properly educated.

It met with favorable consideration, and \$4,000 (\$2,000 per annum) was approved for the purpose of teaching a class of deaf-mutes at the University of Deseret.

The school opened August 26, 1884, in a room in the University building. Elizabeth Wood was the only pupil in attendance. By the end of September four pupils were enrolled. The total enrollment for the first year was 14. The second year it was increased to 18.

During the first two years, 1884 to 1886, the school was conducted as a day school. Pupils whose parents did not live in the city boarded in various parts of the city. This was not satisfactory, and an effort was made to establish a common home for all deaf children.

When the Legislature convened in 1886, Professor White presented two petitions. In the first he requested an appropriation of \$25,000 for the

establishment of a territorial school for deaf-mutes. Later he introduced an amendment requesting \$38,000 rather than the original sum. These were both rejected, but the annual appropriation was raised from \$2,000 to \$3,000. These monies, however, were never available, as the entire appropriation bill was vetoed by the Governor.

Regents of the University, however, assumed the responsibility of conducting the school until such time as the Legislature would come to their aid, and sessions of the school were not interrupted. In 1886 Professor White, on his own responsibility, opened a home which depended for its support upon money received from parents able to pay for their childrens' board, county aid, and donations from individuals. Salt Lake County made an annual appropriation of \$900 for the support of five pupils.

In 1888 the Legislative Assembly enacted a law to establish and maintain, in connection with, and as a branch of the University of Deseret, a department to be known as the Institution of Deaf-Mutes.

This session of the legislature further provided that the Board of Regents should erect, on the University grounds, such buildings for the use of the Institution as they deemed advisable. A sum of \$20,000 was appropriated for this purpose and the per annum appropriation was raised to \$5,000.

In 1889 the enrollment of the school was increased from 18 to 37 pupils. In the spring, work was begun on a building to be used by the Institution; the estimated cost of this when completed was to be \$50,000.

Frank W. Metcalf was appointed principal of the School in 1889. When the Institution was separated later from the University he became its first superintendent. Superintendent Frank W. Metcalf presented his resignation to the Board of Trustees April 12, 1901. For 12 years he had served the School in the capacity of superintendent. Under his direction the School had grown from a department of the University of Utah with three teachers, a principal, and 41 pupils, to an independent institution with a superintendent, eight teachers, and an enrollment of 76 pupils. It was with deep regret and a keen appreciation of his work and efforts that the Board accepted his resignation. The Board at the same meeting appointed Frank M. Driggs superintendent of the School.

In the Fall of 1889, in accordance with provision of the laws, trade classes were introduced. Instruction was given in carpentry, printing and shoemaking. At this time only shoe repairing was done, although later, shoes were actually constructed at the School.

The first copy of a small paper, "The Deseret Eagle" was published on October 10, 1889. The paper has continued to be published in a variety of forms for many years.

For 11 years the School for the Deaf had been a part of the Territorial University, the highest educational institution in the territory. In this respect the School was unique, as it was the only school for the deaf so connected in the United States, if not in the world. This connection was advantageous in that it made the School from the start, a part of the public

school system of the territory, a birthright which has been of lasting benefit.

From 1884 to 1895 the annual enrollment had increased from 14 to 55 pupils. Besides the common branches of knowledge, instruction was given in speech and lip-reading, carpentry, printing and shoemaking.

The School was now on a firm basis and ready to accept its rightful place as an independent educational institution serving the children handicapped by deafness of the States of Utah, Idaho and the Territory of Arizona.

LOCATION OF THE SCHOOL

Inasmuch as the School was separated from the University of Utah, the question of a suitable location arose. A number of localities attempted to secure the School, among them Ogden in Weber County; Ephriam, Sanpete County; Fort Cameron, Beaver County; and Fillmore, Millard County. The Constitutional Convention decided that Ogden offered the greatest advantages and permanently located the school there. In 1896 the Legislature decided to carry out the provisions of the Constitution by locating the School in the building then occupied by the Territorial Reform School. On September 15, 1896, the property was transferred and became the permanent home of the Utah School for the Deaf.

Ogden City proved to be an admirable location for the school. All lines of railroads in Utah and adjoining states centered there. From nearly every point in Utah, Idaho, Nevada and adjoining states, it could be reached without a change of cars, a very important consideration in the case of deaf or blind children. Ogden at that time had a population of about 20,000 people and it offered many advantages of cities much larger. Its churches, schools and business houses were excellent. Lines of electric street cars connected all parts of the city and came within two blocks of the school's main entrance. The school was located on the outskirts of the city at the junction of Monroe and Twentieth Street.

The grounds of the school were comprised of a tract of land with an area of 57 plus acres. Ten acres were reserved for the school buildings, lawns and recreation grounds. A large fruit orchard of over 100 trees covered several acres. About ten acres were in alfalfa and another ten acres in garden. A tract of 17 acres furnished good pasture for the livestock of the school. The different sections were separated by lines of tall poplar trees which must have had a most pleasing appearance.

The school was housed in two buildings. The main building was a brick and stone structure with a metal roof. This building had a frontage of 142 feet and there were three stories above the basement. The first two floors were used for classrooms and offices. The top floor was used as a dormitory. A two-story brick and stone building 102 x 100 feet was located 100 feet in the rear of the main building. This was known as the Annex Building and later as the "Blind Building." In this building were the main dining hall and the assembly room. The kitchen, pantries and small dining room were in an annex to this building. The upper floor was used for industrial arts classes.

BIRTH OF THE SCHOOL FOR THE BLIND

In 1894 the Legislature enacted a new law which provided for the establishment of the "Utah School for the Blind." It has always been administered by the same board, had the same superintendent and been subject to the same general laws as the School for the Deaf. Legally they are two separate and distinct institutions. One's title is: "The Utah School for the Deaf;" the other's is "The Utah School for the Blind."

In 1898 the Legislature appropriated \$35,000 to build a hospital since isolation of contagious diseases was almost impossible with the facilities then available. The building, a two-story red brick structure was completed in 1900. Much of the woodwork in the building was done by the students of the carpentry class.

The State Legislature in 1903 appropriated \$12,000 for a building for the blind, \$5,000 for a new shop building, and \$5,000 for a heating plant. It was found when plans were drawn up and estimates given, that the needs of the school could be met more adequately by remodeling the second story of the annex building for the School for the Blind and by adding a gymnasium to the shop building. Superintendent Driggs and John Watson, President of the Board of Trustees, met with the State Board of Examiners and laid the new plans before them. The alterations in the plans were unanimously approved by the Board of Examiners and contracts were let for the shop and gymnasium building. It was completed shortly after school opened in 1903. The new building was plain and substantial. It was constructed of red sandstone and sand-rolled brick. The west or shop end, was two stories high with a basement in addition. It housed the carpentry, shoe repairing, printing and barber shop, also a shop for the blind boys and some dressing rooms. The east end was the gymnasium. It was a room 40 x 60 feet.

ADDITIONAL CONSTRUCTION

In 1911 the Board of Trustees requested an appropriation of \$7,000 for the construction of a new hospital building. The Legislature granted the request but the Governor did not approve the appropriation. In 1913 however, the sum was approved and the new hospital was completed that year. The old hospital, remodeled and refurnished, provided quarters for the domestic science and art departments and a home for the older girls.

Funds to the amount of \$37,000 for the construction of a new school building had been approved by the 1913 Legislature. Lack of funds in the State Treasury, however, prohibited the letting of contracts for its construction until 1915. It was completed in 1916 and was known as Primary Hall. It was a handsome fire-proof building of concrete and red brick. It contained five classrooms, four dormitories, four housemothers' rooms, two play rooms, a reception room, a dining room, a kitchen, bathrooms, lavatories, sewing rooms, sleeping porches and basement storerooms.

The State Legislature in 1929 appropriated a sum of \$100,000 as a special building fund for the construction of a girls' dormitory. In December a contract was awarded to Whitmeyer and Sons and work was begun

on the structure. The building was completed the following year. This building is located on the west of the school grounds, facing east. It was built of red brick, caststone and cement. It was fire-proof and modern in every way. There are two front and two end entrances. The first floor has two beautiful living rooms, eight dormitories accommodating three beds in each, bathrooms, showers, cloak rooms, linen closets, storage and janitor closets and two housemothers' rooms. It also housed a fully equipped domestic science department. The second floor is a duplicate of the first floor. This building can house 64 girls and is so arranged that complete segregation of two, three or four groups is possible.

The Board of Trustees by unanimous resolution named the building "Driggs Hall" in honor of superintendent Frank M. Driggs, who had served the school as executive officer for 30 years. The building is still in use and is considered a fine dormitory for the girls.

In 1934 a W.P.A. grant of approximately \$100,000 was given the Schools for the construction of a boys' dormitory. Contracts were let and work began on the building during the summer months. The building was completed and ready to be occupied by March of 1935.

The two-story building is located on the south side of the school grounds. It faces north towards the center of the campus. It is constructed of red brick with green and yellow tile trimming. It is 188 feet long and 50 feet wide, containing 32 bedrooms, four reception rooms, four living rooms and four supervisors' rooms. The basement contains three play rooms and several smaller rooms. The building has accommodations for 100 boys.

In 1944 superintendent Boyd E. Nelson and the faculty of the Schools requested permission from the Board of Trustees to name the building in honor of Mr. Max W. Woodbury, who had served the Schools and deaf people of the state tirelessly for 42 years. This request was granted and in impressive ceremonies on April 28, 1944, the building was formally named "Woodbury Hall."

The State Legislature in 1953 appropriated the sum of \$500,000 for the construction of a new Main Building. The contract was awarded to the Campion Company and the building was completed for occupancy in the fall of 1954.

This building has replaced the old Main Building and contains classrooms and a library for the School for the Blind, classroom units and a library for the School for the Deaf, a standard size gymnasium with adjoining stage to be used for an auditorium and administrative offices.

The 1959 State Legislature appropriated the sum of \$300,000 for the construction of an additional classroom unit. This building, which is designed to house the School for the Blind in its entirety, is expected to be ready for occupancy in the fall of 1961. It will include classrooms, arts and crafts rooms, music rooms, a combination miniature auditorium-activity room, an administrative office and work rooms. An added feature will be living quarters for college students in teacher training.

UTAH SCHOOL FOR THE BLIND

Report of the Principal

The program of the Utah School for the Blind has undergone considerable change and improvement during the past two years. Established policies and practices have been reviewed and alterations have been made where a need has existed. As a result, we feel that our present program represents an advantageous advance over that of the past years. It has been because of the united efforts and cooperation of the faculty that progress has resulted, bringing for the State of Utah a finer educational program for its blind children.



An academic class in action, School for the Blind

ACADEMIC PROGRAM

Our academic program parallels that of the public schools to a large extent, with special methods being employed in instruction and in some cases additional skills being introduced. Boys and Girls entering the kindergarten Department begin a readiness program, rich in experiences, which proceeds from the study of concrete examples and real life situations to the representation of them in action, speech and writing. At this beginning level, the children are given much training in mobility, large-muscular activity, and orientation in their environment. To develop the sense of touch, much emphasis is given to the technique of distinguishing shapes, sizes, textures and locations of objects. As the student progresses, he is exposed to objects of increasingly smaller size until the structure of braille characters can be detected. An extensive amount of teacher-prepared material is used for teaching enrichment, such as alphabet books with string pictures for the observation of all the visually handicapped children.

As the student advances through the academic program, his learning areas are broadened and increased. He acquires facility in language arts, social studies, science and health, arithmetic and physical education in a manner quite similar to that afforded in public schools.

Typewriting is begun at the third grade level, while the skill of reading and writing braille is intensified gradually throughout the years. Students with sufficient sight use large-type books and pictures to the extent that their vision permits and their learning is enhanced.

Included in the physical education program of the students, folk dancing, starting at the 2nd grade and square dancing at the 4th grade, are added to improve mobility and social adaptiveness. Ballroom dancing is begun by the 5th grade with the desire to continue the abilities of the students to later integrate with sighted students in high schools and beyond. Older students also receive training in group play, tumbling, gymnastics, and wrestling for the boys. Swimming experiences are also part of this program.



Music is a vital part of the curriculum, School for the Blind

The music program for our students begins with integrated singing and rhythm sessions in the classes of younger students. By the 3rd grade, the study of tonette supplements the chorus teaching and is introduced to assist in the learning of braille music. For the students with enough vision, hand-written large-print music is made available and offers much opportunity for musical progress of these persons. At the 3rd grade level also, students are provided individual lessons on a musical instrument of their choice. Generally they are instructed in piano first, using this instrument as a background for further music study in chorus and other musical instruments. Band is made up of students who have gained enough skill on an instrument to participate in this type of group activity. The frequent opportunities for students to appear in musical events offer them incentives to work toward and give them valuable experience in meeting the public.

SPECIAL SCHOOL PROGRAMS

The school year 1958-59 included quite a number of special programs offered to parents and various church and civic groups of the area. Among these were: "Footlights and Fanfare," the Thanksgiving program featuring

music from operas, operettas, and Broadway musicals; "A Christmas Carol Pageant;" two piano recitals; parents' day activities, featuring a minstrel show, dance festival and parents' tea; and participation in the Ogden festival of the National Federation of Music Clubs, at which 11 students received the highest rating of "superior" and the remaining four students came through with the second-best rating of "excellent." Also this year 11 other special programs were given at which the chorus, band or groups of students entertained.

An increase in activities came about during the 1959-60 school year, keeping the students in considerable demand. At Thanksgiving time, "Fiesta," a program featuring Latin American music was presented, followed early in December by a piano recital based on music from the same region. At Christmas time each class presented its own program for parents and friends. "Spring in Song," was our musical offering for Easter. Fourteen students entered the Ogden Festival of the National Federation of Music Clubs and all rated very highly. There were 35 additional programs at which the school was represented by groups and individuals in music and dramatic readings. Of particular note this year were: a trip to the Idaho School for the Blind, at which 11 of our students participated in combined school band chorus numbers, a spelling bee and declamation contest; the chorus recording of songs for, "The New Messenger Talking Book," edited by Mr. Jesse Anderson of Ogden; and the Alumni Day, held at the school, including a tour of the campus and an intermission program given by the older students.



Blind students are given training in crafts and industrial arts.

The year's records thus indicate a substantial increase in the number of activities in which the students participated. It has been most commendable the way the faculty members have made such a marked effort to assist with these events, both in participating themselves, on occasion, and in aiding with transportation, direction and supervision of the students. It is sincerely felt that the net results of these many appearances is largely positive both from the standpoint of student growth and development and from the increase in public understanding and support in our behalf.

Handicrafts are introduced to boys and girls early in their study, to provide additional training in dexterity and manual control. For the older boys there is a program of industrial arts, including basic experiences in woodworking, metal work, electricity, ceramics and home repairs. Girls enjoy homemaking techniques of cooking and sewing, and learn to weave rugs, make chenille flowers, copper pictures and numerous other crafts.

SPECIAL CLASSES

For some time there has existed a need for special provision for slower learning blind children. A regular academic program, offered on a watered-down basis leaves much to be desired for these children, just as such a program has obvious failing in classes for slow learning sighted students. Since a curriculum such as that being offered mentally retarded students seemed to approach more nearly our needs, we initiated such a plan on two age levels. Success of its first year has merited a continuation of this new program. Teachers of these groups are expected to have specialized training in dealing with the slower learning blind child.

NEW EQUIPMENT AND MATERIALS

Playground equipment has been augmented the past two years to include a curricular sandpit with three over-lapping ladder arcs and jungle cage, and a baseball diamond with raised asphalt base-lines. New brailers, a large relief world globe, two electric sewing machines, two tape recorders, two tape play-back machines and a new piano have made their appearance. In addition, the school has purchased a braille duplicating machine capable of making multiple copies of braille material with great ease and speed.

Another feature of some importance is the setting up of a student profile chart to determine more accurately each student's most advantageous class placement.

ORIENTATION AND MOBILITY

Two teachers of the school traveled out-of-state to take specialized training in mobility and orientation for blind children. Following their return, a program was established to develop orientation goals and procedures for the various age levels of students leading up to individual mobility lessons offered to all the older students. This new training has brought increased mobility and confidence to many of the boys and girls and promises to be a most valuable addition to our curriculum.

TEACHER CERTIFICATION

After considerable study the Utah State Board of Education approved

the establishment of a certificate for teachers of blind children in the state, requiring a 39 quarter-hour program of specialized training in the area of visually handicapped children. Almost immediately following this Board action, each teacher at the School for the Blind set about to acquire the new professional certification. The school was influential in inducing universities in the State of Utah to set up several of the needed classes on an extension basis, but some training has been necessary from out-of-state colleges. By the fall of 1960, the staff was 84.65 percent professionally certified, compared with 25.00 percent at the time of certification adoption. There continues to exist a very strong attitude of professionalism among the staff members.

VOLUNTEER SERVICE

Through the generous assistance of members of the Ogden Volunteer Bureau, our school has been able to offer more textual and supplemental reading materials. This has been in two forms—braille material, hand transcribed from print sources unobtainable in braille or in braille grade 1½, and through the media of tape recordings. Through the latter means we presently have tape recordings of history texts and many additional items of literature. We have benefited greatly from this agency's valuable contribution of time and talent.

SUMMARY

It is the united desire of the staff of the Utah School for the Blind that the teaching program be not only effective in the classroom, but that the students also show inward growth and improvement of character. Thus it is the objective that students of the school receive all necessary scholastic and social skills to equip them to enter into a sighted world with success.

Modifications to the program which is offered to blind children of our state have been made as needs have become apparent. These changes are being studied closely to make certain that our trends are in the correct direction. At the present time we feel much satisfaction in the progress we have been able to make and are looking forward with eagerness to continual improvement which we desire to achieve through united efforts of the teachers and the most enthusiastic support of Superintendent Robert W. Tegeder. Our true satisfaction of teaching comes through production of a continually better product—a better adjusted, self-respecting and contributing member of society.

GRADUATES

The following students having completed the required courses of study have been awarded certificates or diplomas of graduation:

SCHOOL FOR THE BLIND — 1960

Cheryl Ann Outsen
Gerald Wayne Torgersen

Respectfully submitted,
R. Paul Thompson, *Principal*

UTAH SCHOOL FOR THE DEAF

Report of the Principal

The Utah School for the Deaf in Ogden, Utah, provides a fourteen year educational program consisting of four departments, namely Primary, Intermediate, Advanced and High School. The curriculum is so geared as to place prime emphasis in the Primary department, beginning with sense training, upon the development of speech, speech-reading and basic language, which includes the usage of oral and written language as well as the rudiments of reading. The same emphasis continues through the Intermediate department. The Advanced department is one of a transition period when emphasis gradually swings to the stressing of subject matter. The emphasis in High School is definitely upon the teaching of subject matter and vocational training.



An academic class in action, primary department, School for the Deaf.

In the Primary department the oral method of teaching is used exclusively, with emphasis placed on speech and speech-reading. Proper stress is placed on the "socialization" of the child to enable him to adjust to live situations. The objective of each teacher is to give the deaf child what he needs and can use in the hearing world, to help him become a law abiding and useful member of society.

The curriculum in the Advanced and High School departments very closely correlates with that of the public schools except for greater emphasis being placed on vocational training. History reveals that deaf students usually take their place in our society as useful tax contributing citizens in one of the vocations as opposed to the professions.

The reading program is carried on with current textbooks and workbooks to coincide with those used in the public schools. Weekly Readers and a well chosen assortment of books are used to supplement the basic program and to furnish material for special interest reading.

Inasmuch as language is the foundation upon which the academic achievement of a school is built, attention is always focused upon the improvement of the reading program. In order to stimulate in our students a real interest in reading, we must attempt to place the right book in the

student's hand.

We believe that one of our essential programs in the School for the Deaf is its vocational training department. Our girls' vocational training consists of the commercial subjects and all phases of homemaking including cooking, sewing and family living. Our boys' vocational department offers training in shoe repair and leather crafts, mechanical drawing, carpentry, upholstering, barbering, photography and all phases of printing. At present our school offers as much diversity as is financially possible.

The above described program is felt to be modestly adequate at this time since it allows every member of the student body, who enters school as a normal young deaf student, an opportunity to develop intelligible speech, a satisfactory command of language, an adequate knowledge of the social sciences and proficiency in at least one vocational trade.

CONTINUED GROWTH—PRIMARY DEPARTMENT

The Primary Department continued to improve and the position of Resource Teacher proved helpful with the many problems that continue to exist in that department. The principal responsibilities of the Resource Teacher (Mrs. Isabelle Thatcher) were to provide a constant resource for guidance and assistance to our teacher assistants, who have because of increased enrollment of beginners, been pressed into responsible positions with demands beyond their educational backgrounds. (The scarcity of sufficient numbers of adequately trained teachers continues to plague our school especially at the Primary level.) The second principal responsibility is to lend full time supervision to the curriculum in order to assure a single uniform approach and a close knit concentrated effort in the development of speech and language.

UPGRADING OF TEACHERS

In an effort to upgrade many of our partially trained teachers and teacher assistants several classes were offered on the campus. The enthusiasm and cooperation of the faculty in taking these classes have been most gratifying. Nearly one hundred per-cent of the faculty is actively engaged in the upgrading program. In the past year 76% of the staff became fully certified. A dream long waited for at the Utah School for the Deaf is 100%. The classes and the amount of credit given for these classes were as follows:

Teaching of Language to the Deaf.....	3 hrs.	Miss Louise Cornell
Guidance for the Deaf	3 hrs.	Mr. Tony Christopulos
Speech Reading	3 hrs.	Mr. Ross Weaver
Teaching Speech to the Deaf.....	6 hrs.	Mr. Tony Christopulos
Total hours	15 hrs.	

PARENT-TEACHERS ORGANIZATION

Our -Parent-Teachers Organization was very instrumental in making the past school year successful. With the assistance of the program committee (Mr. Wallace Bruce, Mr. Albert Thurber, and the entire staff) outstanding demonstrations provided the largest attendance of parents ever recorded at the Utah School for the Deaf. Basically, some of the outstanding presentations were:

1. Parent-Teacher sponsored carnival wherein the mothers and fathers were able to raise enough money to purchase two group auditory training units.
2. A fashion show and buffet dinner presented by the High School Department.
3. Auditory Training and Speech demonstrations.
4. Speakers from other tangent areas.
5. Movies and other speakers presenting different phases of child development.



Our very active P-T-A presents an auditory training unit to the School for the Deaf.

GROUP AUDITORY TRAINING EQUIPMENT

The greatest single improvement made in the school during the past year was supplying six classrooms with high powered group amplification. The Parent-Teacher Association along with civic organizations, and other outside help cooperated in giving the school these units. These civic organizations and others who should be given a vote of thanks are:

1. The Ogden Exchange Club
2. The Ogden Kiwanis Club
3. The Utah School for the Deaf Parent-Teacher Organization
4. Marquardt Employees Give Once Club
5. Mrs. May C. Eldredge, aunt of one of our students

NEW HEARING-AID SERVICE ESTABLISHED

A new hearing-aid service was established for serving the students of the Utah School for the Deaf. The program provides children with batteries, cords, etc. This new undertaking helps get aids back to the children the same day of the breakdown. Parents are not required to join the program which states that a \$10.00 fee to handle minor repairs is required.

This type of project has helped us carry out some of the parents' requests in keeping the aids in working condition and on the child during the day.

CURRICULUM DEVELOPMENT PROGRAM

In order to build the school academically, a curriculum development program was initiated. It became evident that what the school needed was for the faculty within the system to become coordinated in its efforts of instruction. Committees were formed and opportunities were provided to teachers for wide participation in the discussion and development of the curriculum. It was felt that in order to get a well-conceived and organized program of curriculum, the entire teacher-group would need to know why the program was being projected and what the purpose of the program was to be. At present the curriculum development is still in its initial stages. It is felt that only through a thorough understanding of the curriculum by the teachers will they be able to give intelligent cooperation that will result in improved classroom instruction. Developing this curriculum began during the past year and it is felt that this will take from three to four years to coordinate.

Areas being considered for curriculum development beginning in the Primary Department are: speech for the deaf, language for the deaf, arithmetic, sense training, auditory training and art. Special emphasis is also being given to table manners as part of the language foundation.

SPECIAL CLASSES FOR THE SLOW LEARNER

Through competent psychological and medical examinations and evaluations special provisions for the slow learner are now being offered to the young deaf student entering the Utah School for the Deaf. It is felt that a child having this handicap along with deafness needs to be given a special program to meet his needs. Several classes for the slow learning child were initiated making it possible to meet many other problems also.

EXTENSION CLASS—SALT LAKE CITY, UTAH

On June 17, 1959, through cooperative action on the part of the State Superintendent of Public Instruction, the School for the Deaf and the Salt Lake City School District, an extension class for deaf students was opened in Salt Lake City.

In an eleventh hour development, a trained teacher of the deaf was obtained from Kentucky. In September of 1959, Miss Mary Bureh began the extension class which by May 30, 1960, was considered a success and an established part of our program.

The establishment of the extension class grew out of necessity. A group of deaf students in Salt Lake City, who had been enrolled in the laboratory school of the University of Utah, had reached the age beyond which they could not remain in that school. At this stage the State became responsible for their education. Since the State School was already filled far beyond normal capacity, especially at this particular age level, and since the parents of these students were very cooperative and quite willing to keep them at home on a day class basis, the extension proposal seemed the only logical solution.

The memorandum issued by the Executive Officer of the State Board

of Education regarding extension classes included the following provisions:

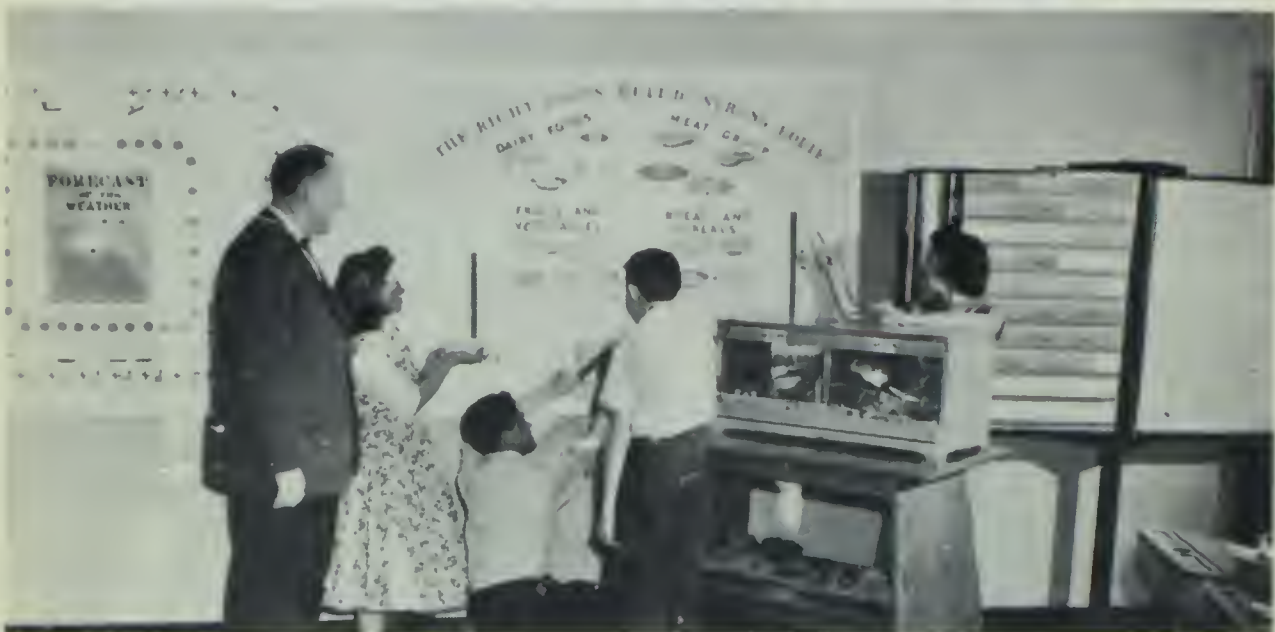
1. There should be a minimum of six children on the same educational level and not more than nine per teacher.
2. The district in which an extension class operates will provide adequate classroom facilities, including room, movable desks and tables, teacher's desk, filing cabinet, book storage and supply storage space and other facilities usually available in the regular classroom.
3. The district shall provide heat, light and custodial service.
4. The State School for the Deaf will supply the teacher and all special furniture and equipment needed for this type of training, in addition to all classroom supplies.
5. The teacher will take directions on curriculum phases of the work from the State School for the Deaf, but for building administration purposes will be a member of the local school faculty and will take directions from the school principal with reference to housing and relationship to other children, teachers, etc.
6. The eligibility of children to enter this class will be determined by the State School for the Deaf, which will give the necessary tests and preliminary home and school investigations, etc. in making such determination.
7. Transportation of children, if any is to be provided other than transportation by parents, will be the responsibility of the local district.
8. Although additional classes may be added by mutual agreement in future years, the present understanding is that this program will be confined to the elementary school years and will not extend into the high school period. Students should at this point be capable of being placed in a regular school or transferred to the State School for the Deaf, where they will receive the necessary academic and vocational training for high school graduation.



The first day class ever operated by the state was begun in Salt Lake City in September, 1959.



Speech development is a never ending task for teachers in the intermediate department.



As with the normal, so also with the deaf, science is given considerable emphasis.



The number one interest sport in the School for the Deaf is basketball. Students are normal in their love of sports.

PROGRESS OF PROPOSED TEACHER TRAINING PROGRAM

Plans for a Teacher Training Center under the aegis of a State or Private University have been submitted to the Superintendent for further consideration.

Since trying to acquire outside trained personnel has met with little success, the administration felt that some other course of action must be taken to help alleviate this critical problem. The reason for taking this course of action is best exemplified in the forthcoming paragraph.

It has been found that there are an estimated 35,000 deaf children of school age in the United States. During the last few years there has been an annual increase of more than 600 unfilled positions for trained teachers of the deaf. The eighteen training centers which now supply these specialized instructors graduate an average of only 150 trainees per year. Because of the personnel shortage, some younger children have been forced to postpone their education for several years. In some instances unqualified personnel have been hired in an attempt to fill the gap; this has been detrimental to the children.

Utah's rapid expansion in population has made our need for additional teachers critical; we must train more teachers of the deaf for Utah. For this reason such a plan is being considered and the next biennial report should have some reports on its actual operation.

COMMENCEMENT

Commencement exercises graduated six students from the Utah School for the Deaf on the evening of May 30, 1959 and seven students on the evening of May 27, 1960 in very impressive rites. The following students were graduated:

SCHOOL FOR THE DEAF – 1959

Ilene Coles, Centerville, Utah
Judith Lynn Jenkins, Las Vegas, Nevada
Robert Gerald Kerr, Tooele, Utah
Gayle Marie Marlow, Ogden, Utah
Rutha Lucille Simmons, Ogden, Utah
Arthur George Syrett, Ruby's Inn, Utah

SCHOOL FOR THE DEAF – 1960

Karl Newell Checketts, Brigham City, Utah
Lawrence Jay Christensen, Rockville, Utah
George Roy Milburn, Calpet, Wyoming
Ida Mae Spader, Tooele, Utah
David Randolph Thompson, Riverdale, Utah
Raymond Steven Valencia, Magna, Utah
Mauna Jane Wetzel, Ogden, Utah

FACULTY

Our school was staffed during the 1958-59 school year by seventeen teachers, one resource teacher and four assistant teachers. Two of our teachers served half day only.

In the past year the Utah School for the Deaf has still felt the need

of more help in the physical education and vocational departments. We feel fortunate in having obtained an athletic coach and physical education instructor with sufficient background to lend needed help in our boys' vocational department. We hope that in the near future this part time coaching and vocational work can be augmented.

Again as in the previous biennial report our inability to secure a trained teacher has forced us to add another teacher assistant bringing that total to four. This quite obviously is not a healthy situation especially in the Primary department where sound instruction is essential. A class of twelve young deaf children dictates the urgent employment of two trained teachers, and not assistant teachers. When a teacher assistant is pressed into a situation demanding a trained teacher, an assistant ceases to be an asset to the school program and becomes a liability.



Programs for the public are presented three times yearly and students in all departments get the chance to perform.

NEED FOR LIBRARY BOOKS AND AUDITORY TRAINING RECORD

In order to stimulate in our students a real interest in reading we must attempt to place the right book in the students' hands. Up to date the only books that are in the library have been donated to the school by a civic organization. This is another project that should be immediately investigated and altered in future years. The total number of outside reading books that are in our library is which is certainly a deplorable situation.

Records for auditory training have never been purchased for this type of specialized work.

SALARIES

Our salary scale is again in need of attention even though the superintendent has diligently worked to maintain salaries to meet the changing high cost of living. Salaries must continue to be stressed with upward adjustments made to entice our fully certificated faculty members to remain in the State of Utah. Other trained teachers should be attracted to this area to fill vacancies continually arising due to retirement, temporary leaves of absence and new positions created by a steadily expanding enrollment. As an example the school last year had an increase of 11% enrollment while working with four assistant teachers in the Primary department.



After a busy school day there is always that ever present home work in the evening. The dormitory is home to our students.

CONCLUSION

After reviewing the material presented in this report, the reader may very well ask himself whether the Utah School for the Deaf can lay claim to being one of the better schools for the deaf in the United States. Observations throughout this report indicates that we have a great deal of work to accomplish in many areas. Certainly we are progressing. The teachers and Superintendent Robert W. Tegeder in particular should be commended for their driving efforts in making this school a better place for deaf children.

Eventually, we hope that the fruits of our program will bring to deaf students a happier and more productive life, while in school and when they reach the community. This is our ultimate goal!

Respectfully submitted,
Tony Christopulos, *Principal*

Awards

In the School for the Deaf, the Utah Association for the Deaf annual achievement award has been established as one of great significance.

The following students have been named for outstanding qualities in citizenship, scholarship and activities:

- 1947 — LaVeral West
- 1948 — Cleo Faye Morlock
- 1949 — Lila Bosshardt
- 1950 — Kenneth Kinner
- 1951 — Kay Kinner
- 1952 — Peter Green
- 1953 — Donna Mae Dekker
- 1954 — No selection made an off year for enrollment
- 1955 — Dixie Lee Larsen
- 1956 — Max Hardy
- 1957 — Rollin Jones
- 1958 — Virginia Brown
- 1959 — Arthur Syrett
- 1960 — No Award Made

REPORT OF THE FIELD REPRESENTATIVE

July 1, 1958 to June 30, 1959

By Kate Fenton, *Field Representative*

EDUCATION OF THE DEAF-BLIND

Densie Schellenberg of Salt Lake City, Utah, returned to Perkins School for the Blind, Watertown, Massachusetts in the Deaf-Blind Department. Transportation by air coach for this girl and guardian was arranged by the Field Representative in September and December. Transportation and a half-year tuition was paid by the State of Utah. At the end of December the family moved to Idaho thus Utah was no longer responsible for her education.

PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 22 students in the School for the Deaf.

Grace Arthur Point Performance Scale administered to 12 students in the School for the Deaf.

Stanford Achievement Test on Primary, Intermediate and Advanced levels given to 87 students in the School for the Deaf.

Grace Arthur Performance Scale given to 7 deaf students at the Stewart Training Schol, Salt Lake City, Utah, at the request of Miss Madeleine Helfry, Director of the Institute of Special Education.

Interim Hayes-Binet Intelligence Tests given 9 students in the School for the Blind.

Weschler Intelligence Test for Children (WISC) given 7 students in the School for the Blind.

AUDIOMETRIC TESTING

Audiometric examination given to 82 students in the Utah School for the Deaf.

Hearing tests given to 20 boys and girls at the request of public health nurses and physicians in this area.

SCHOOL CENSUS

September 1958 School Census for this area tabulated and sent to the school district offices of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	24	3
Blind	7	1
Weber County Schools	In School	Pre-school
Deaf	9	3
Blind	2	2

BLIND

12 boys and 29 girls of pre-school age blind tabulated.

12 boys and 9 girls with vision handicap in the public school, tabulated.

7 boys and 5 girls emotionally disturbed and/or retarded not in school, tabulated.

DEAF

16 boys and 18 girls of pre-school age deaf tabulated.

13 boys and 5 girls hard of hearing and/or deaf in public school, tabulated.

3 boys and 1 girls and/or retarded not in school, tabulated.

“Clinic for Parents of Visually Handicapped Children” held on the campus of the Utah School for the Blind, June 5, through June 7, 1959. 8 children and 15 parents attended.

OTHER CLINICS

A number of Speech and Hearing Clinics held in the State of Utah under the supervision of Mrs. Vera Gee, Speech and Hearing Consultant with the State Department of Health.

Clinics	Audiometric Tests	Wechsler
Vernal 11-19-58	18	
Moab, Monticello and Blanding 3-23 to 26, 1959	43	3

Reader’s service was provided for 2 blind students in public school supervised by the Field Representative and paid for by the Utah Schools for the Dcaf and the Blind.

STUDENTS TERMINATED FROM THE SCHOOLS

School for the Deaf

Name	Entered	Terminated	Cause
Berness, Linda	9-12-57	10-31-58	Moved to California
Nord, Wayne	9- 1-58	11-13-58	Emotionaly Immature
Cook, Carol	8-31-58	12-18-58	Moved out of state
Armstrong, Jerry	9- 1-58	5-27-59	Entered public school
Millspaw, Diane	10-18-54	5-27-59	Entered public school

School for the Blind

Gallagos, Rebecca	2-19-51	11-21-58	Joint consent of Parents and school
Taylor, Michael	9- 9-52	2-28-59	Entered public school

July 1, 1959 to June 30, 1960
EDUCATION OF THE DEAF-BLIND

Elizabeth McClellan of Salt Lake City, Utah was brought to the attention of this school when she was four years old. She had no speech due to a severe hearing loss and her vision acuity was very low due to bilateral cataracts. There was also a heart condition present at that time. Consideration was being given to determine if it was operative. Her name was placed with the American Foundation for the Blind as a child who would require special services in an educational program that would not be available in this state.

The service of Mr. Daniel Burns, Head of the Department for Deaf-Blind Children at Perkins School for the Blind at Watertown, Massachusetts, were requested to do an evaluation on this child. The child was seen by him at her home June 21, 1959 in the presence of her parents and the Field Representative. Mr. Burns recommended that she be considered as an applicant for the Department for Deaf-Blind Children at Perkins School for the Blind if her heart condition and general health would allow her to participate in such a program.

The heart surgery was completed January 1960, and the child made a very successful recovery. The parents then requested that application be made for her enrollment at Perkins for September 1960. The Utah Schools for the Deaf and the Blind did not have \$4,500.00 available for her tuition, therefore the Field Representative appealed to the American Foundation for the Blind for a scholarship for the 1960-1961 school year in order that she could begin her education. The request was granted in June 1960. At present this child is enrolled at Perkins School for the Blind at Watertown, Massachusetts.

PSYCHOLOGICAL TESTING

Leiter International Performance Scale administered to 24 students in the School for the Deaf.

Grace Arthur Performance Scale administered to 10 students in the School for the Deaf.

Stanford Achievement Test on Primary, Intermediate and Advanced levels given to 98 students in the School for the Deaf, 37 in the School for the Blind.

Leiter International Performance Scale and the Grace Arthur Performance Scale given to 7 deaf students at the Stewart Training School, Salt Lake City, Utah at the request of Miss Madeleine Helfry, Director of the Institute of Special Education.

Interim Hayes - Binet Intelligence Tests given 13 students in the School for the Blind.

Wechsler Intelligence Test for children (WISC) given 10 students in the School for the Blind.

AUDIOMETRIC TESTING

Audiometric examinations given to 92 students in the Utah School for the Deaf.

Hearing tests given to 15 children at the request of Public Health Nurses and Physicians in this area.

SCHOOL CENSUS

September 1959 School census for this area tabulated and sent to the school district offices of Ogden City and Weber County.

Ogden City Schools	In School	Pre-school
Deaf	26	5
Blind	8	3
Weber County Schools	In School	Pre-school
Deaf	12	1
Blind	4	1

BLIND

12 boys and 22 girls of pre-school age blind, tabulated.

14 boys and 9 girls with vision handicap in the public school, tabulated.

6 boys and 5 girls emotionally disturbed and/or retarded not in school, tabulated.

DEAF

18 boys and 12 girls of pre-school age deaf, tabulated.

3 boys and 1 girl deaf and/or retarded not in school, tabulated.

CLINIC

Parents of children entering the School for the Deaf for the first time in the fall of 1960 were notified in the month of May that they should plan to accompany their child to the school and be guests of the school for two days and evenings. The children would be in class and the parents would attend lectures by the staff and professional people, see films pertaining to child growth and visit classes of deaf children on all levels.

Readers service was provided for 2 blind students in public schools, supervised by the Field Representative and paid for by the Utah Schools for the Deaf and the Blind.

STUDENTS TERMINATED FROM THE SCHOOLS

School for the Deaf

Name	Entered	Terminated	Cause
Minton, Sandra	2- 6-59	8-31-59	Transferred to Colorado
Shriver, Nancy	10- 5-57	8-31-59	Transferred to Colorado
Stone Lititicia	9- 2-58	8-31-59	Transferred to California
Farnsworth, Wendell	9- 8-47	8-31-59	Transferred to California
Mazza, Alex	8-31-59	9-14-59	Entered Weber High School
Mazza, Tony	8-31-59	9-14-59	Entered Weber Jr. High
Whitehair, Patton	10- 7-52	12-18-59	Moved to Arizona
Alexander, Jane	1- 4-60	1- 8-60	Moved to Idaho
Martinez, Teddy	1-27-58	4-23-60	Killed in auto accident

School for the Blind

Davis, Steven	9-31-58	8-31-59	Transferred to Colorado
Taylor, Milton	1- 4-55	8-31-59	Entered public school
Shores, Jean	9- 3-57	9-30-59	Moved to France
Krantz, Debra	9-10-59	10- 9-59	Emotionally immature
Howell, Bonnie	10- 1-58	10-30-59	Transferred to Idaho
Sam, Gerald	9- 2-59	12-18-59	Own accord

HEALTH REPORT 1958-1959 School Year

By Mrs. Dorothy Lamb, *R. N. Head Nurse*

Total number of students referred for treatment:	296
Number of vision tests administered:	12
Number of vision tests referred for care:	3
Number of referrals completed:	3
Number of physical examinations given:	27
Number referred for care:	12
Number of referrals completed:	12
Number of children referred for Dental Care:	5
Number of referrals completed:	5
Number of penicillin and cold shots given:	136
Number of telephone calls to parents and doctors:	162
Number of letters to parents advising of illness:	52
Immunization Clinic:	74

(Polio, DPT, Dt and SP shots given)

A Pre-school clinic was conducted for ten parents.

Dr. Grant H. Way held a clinic each Tuesday morning and treated such illnesses as infected ears, sore throats, athlete's feet, sprained ankles, cuts, bad bruises, insect bites and impetigo.

Communicable diseases encountered during the school year were: Flu, Scarlet Fever, Measles, Chickenpox and Mumps.

Form letters were mailed to parents to advise of immunization clinics.

A number of conference with parents were held in regards to students' illnesses.

HEALTH REPORT 1959-1960 School Year

Total number of students referred for treatment:	321
Number of vision tests administered:	3
Number of physical examinations given:	43
Number referred for care:	17
Number of referrals completed:	17
Number of students referred for Dental Care:	6
Number of penicillin and cold shot given:	154
Number of telephone calls to parents and doctors:	147
Number of letters to parents advising of illness:	45
Number treated at Immunization Clinic:	86

(Polio, DPT, Dt and SP shot given)

Number treated at Gamma Globulin Immunization Clinic: 339

A pre-school clinic was conducted for fifteen parents.

Dr. Grant H. Way held a clinic each Tuesday morning and treated students for infected ears, fractured arms, abrasions, impetigo, boils athlete's foot, eczema, sinus infection, swollen glands and insects bites.

Communicable diseases treated were: scarlet fever, strep throat, measles, chickenpox, mumps and infectious hepatitis.

Throughout the school year conferences were held with parents, house-mothers, instructors, principals, doctors, the field representative and the superintendent regarding the health of the students.

REPORT OF RECEIPTS AND EXPENDITURES

By George G. Howell, *Treasurer*

Receipts and Expenditures

July 1, 1958 to June 30, 1959

Receipts

Balance Forward Previous Year	24,786.14	
State Appropriation	275,000.00	
Dedicated Credits	46,100.00	
Reimbursements	5,519.46	
TOTAL		351,405.60

Disbursements

Salaries	264,532.11	
Travel	2,500.14	
Current Expense	74,594.00	
Capital Outlay	7,803.37	
TOTAL DISBURSEMENTS		
Amount Reverted at close of Biennial Year June 30, 1959	1,975.98	
TOTAL		351,405.60
RECEIPTS TOTAL		351,405.60
Balance		.00

July 1, 1959 to June 30, 1960

Receipts

State Appropriation	312,590.00	
Dedicated Credits	45,365.46	
Reimbursements	6,262.08	
TOTAL		364,217.54

Disbursements

Salaries	289,017.71	
Travel	1,096.34	
Current Expense	69,277.52	
Capital Outlay	745.50	
TOTAL DISBURSEMENTS		360,137.07
Balance available for Second Biennial Year 1960-61	4,080.47	
RECEIPTS TOTAL		364,217.54

Head Officers

Henry C. White, Principal	1884-1889
Frank W. Metcalf, Superintendent	1889-1901
Frank M. Driggs, Superintendent	1901-1941
G. Oscar Russell, Superintendent	1941-1942
Boyd E. Nelson, Superintendent	1942-1954
Harold W. Green, Superintendent	1954-1959
Robert W. Tegeder, Superintendent	1959-

CHANGES, IMPROVEMENTS, AND ALTERATIONS

1959 — 1960 School Years

- Installed Ocean Wave play equipment, contributed to the schools.
- Constructed ladders, installed gliders, slides, etc. Deaf students playground.
- New sewer and water systems were installed by contract.
- Wind damage to two roofs was repaired on contract.
- Removed trees, trash, etc. from east side of campus and planted lawn to improve appearance of schools.
- Installed Duo Stat heat controls with outside feelers on all buildings to conserve heat in mild weather.
- Cut opening and installed window so instructor can better observe student activity in carpentry shop.
- Lowered sprinklers on the campus so large gang mowers could be used to advantage.
- Installed blackboards and tackboards in several classrooms.
- Remodeled cinder block wall over stage area in new gym.
- Rebuilt three louvers demolished by the wind.
- Installed two microphone booms in classroom.
- Constructed additional play area for blind children consisting of cement coping, sand pile, metal ladders, bars, etc.
- Demolished old ice house and used material salvaged for other projects.
- Removed partitions, blackboards, remodeled and painted five dining rooms, halls and girls' bathroom, first floor, Primary Hall.
- Installed new surplus toaster, steam chest cooker, steam cooker pot, pot and pan sink, drain boards and mixing machine, main kitchen.
- Planted grass sod around Primary Hall, Driggs Hall, Woodbury Hall and hospital.
- Installed sprinkler system around Primary Hall and Woodbury Hall.
- Made 150 assemblies for auditory training units, jack boxes, patch cords, rails, etc.
- Removed obstruction corners, etc. and installed asbestos tile in halls, dining room area.
- Made more accessible handles and installed them on windows in Primary Hall.
- Installed evaporative cooler in superintendent's residence.
- Revised heat control system to add automatic zone control to conserve heat and make areas more comfortable in main building.
- Constructed rest room for employees, basement, Driggs Hall.
- Two fire escapes were constructed on west side of Driggs Hall from second floor to ground level as part of contract to bring the schools up to minimum fire standards.
- Constructed partitions and rest room for use of male employees and students in basement of Primary Hall.
- Constructed gate, fence, paving, etc., storage area.

- Removed partitions and remodeled and painted areas in Primary Hall, second floor, for two classrooms for primary deaf students.
- Remodeled area and installed electrical wiring, washer, dryer, etc., for laundry room, hospital building.
- Remodeled area and installed surplus folding doors to accommodate one additional dining room in hall of main area because of additional needed space.
- Removed old trees and brush from bank of north side of school property to improve appearance and remove fire hazard.
- Constructed 14 additional desks for School for the Blind. The type of desks required can not be purchased.
- Installed large exhaust fan in main kitchen.
- Built large power dumping trailer from surplus material for hauling dirt, trash, etc.
- Constructed leveler for leveling lawn areas.

Pupil Statistics for 1958-1959 School Year

Age	DEAF			BLIND			Grand
	Boys	Girls	Total	Boys	Girls	Total	Total
5	5	4	9				9
6	6	6	12	8	2	10	22
7	5	8	13	3	2	5	18
8	7	3	10	1	4	5	15
9	7	8	15	2	3	5	20
10	9	4	13	4	2	6	19
11	8	5	13	2	5	7	20
12	4	6	10		1	1	11
13	5	3	8		3	3	11
14	4	5	9	2	1	3	12
15	9	6	15				15
16	3	3	6	2	1	3	9
17	5	4	9				9
18	5	3	8				8
18		1	1				1
20	1		1				1
TOTAL	<u>83</u>	<u>69</u>	<u>152</u>	<u>24</u>	<u>24</u>	<u>48</u>	<u>200</u>
				Deaf	Blind	Total	
Number of Withdrawals				5	2	7	
Number enrolled at close of year				147	46	193	
				Deaf		Blind	
				Boys	Girls	Boys	Girls
Number of Graduates				2	4	0	0

Pupil Statistics for 1959-1960 School Year

Age	DEAF			BLIND			Grand Total
	Boys	Girls	Total	Boys	Girls	Total	
5	6	5	11				11
6	8	6	14	5	6	11	25
7	6	8	14	7	4	11	25
8	8	7	15	3	1	4	19
9	6	5	11	2	4	6	17
10	8	8	16	4	4	8	24
11	9	5	14	3	2	5	19
12	7	4	11	3	4	7	18
13	4	6	10		1	1	11
14	6	4	10		3	3	13
15	7	5	12	3	1	4	16
16	8	6	14				14
17	4	3		2		2	9
18	6	2	8				5
19	4	1	5				5
TOTAL	<u>97</u>	<u>75</u>	<u>172</u>	<u>32</u>	<u>30</u>	<u>62</u>	<u>234</u>

	Deaf	Blind	Total	
Number of Withdrawals	9	6	15	
Number enrolled at close of year	136	56	192	
	Boys	Girls	Boys	Girls
	Deaf		Blind	
Number of Graduates	5	2	1	1

Pupil Distribution by State and County 1958-1959 School Year

STATE	COUNTY	DEAF	BLIND	TOTAL
UTAH	Box Elder	1	1	2
	Cache	1	1	2
	Carbon	6	1	7
	Davis	12	4	16
	Duchesne	1	1	2
	Emery	2		2
	Garfield	1		1
	Iron	1		1
	Millard	3	4	7
	Salt Lake	38	17	55
	San Juan		1	1
	Sevier	2	1	3

Tooele	7	2	9
Uintah	2		2
Utah	12	5	17
Wasatch	3		3
Washington	3		3
Wayne	1		1
Weber	40	10	50
TOTAL	<u>136</u>	<u>45</u>	<u>181</u>
NEVADA	14		14
WYOMING	2	3	5
GRAND TOTAL	<u>152</u>	<u>48</u>	<u>200</u>
Number of Withdrawals	5	2	7
Number enrolled at close of year	147	46	193
Number of Graduates	6	0	6

1959-1960 School Year				
STATE	COUNTY	DEAF	BLIND	TOTAL
UTAH				
	Box Elder	4	1	5
	Cache		1	1
	Carbon	5	1	6
	Davis	10	4	14
	Duchesne	1	1	2
	Emery	2		2
	Juab	2		2
	Iron	1		1
	Millard	3	1	4
	Salt Lake	48	22	70
	San Juan		1	1
	Sevier	2	1	3
	Tooele	6	2	8
	Uintah	2		2
	Utah	16	5	21
	Wasatch	3	2	5
	Washington	3		3
	Wayne	1		1
	Weber	43	14	62
	TOTAL	<u>157</u>	<u>56</u>	<u>213</u>
NEVADA		13	4	17
WYOMING		2	2	4
GRAND TOTAL		<u>172</u>	<u>62</u>	<u>243</u>
Number of Withdrawals		9	6	15
Number enrolled at close of year		163	56	219
Number of Graduates		7	2	9

Students enrolled in the Utah School for the Deaf

School Year 1958-1959

Thomas Adams, Sandy
 Rayburn Adkins, Ogden
 Kathleen Allen, Salt Lake City
 Robert Alvey, Salt Lake City
 Henry Armijo, Nevada
 Carolyn Armstrong, Nevada
 Paul Arthur, Murray
 Ronald Barker, Ogden
 Janice Berghout, Midvale
 Wilford Bergmann, Sandy
 William Billeter, Salt Lake City
 Sandra Bisignano, Salt Lake City
 Ismael Briseno, Ogden
 Ronald Burdett, Ogden
 Kathleen Burgess, Layton
 Suzanne Cain, Nevada
 Stanley Caldwell, Moab
 Dennis Calley, Orem
 Gary Chapman, Clearfield
 Karl Checketts, Brigham City
 Jay Christensen, Rockville
 Nancy Christensen, Rockville
 Steven Christensen, Rockville
 Marilyn Christiansen, American Fork
 Anna Marie Clark, Orem
 Roy Cochran, Heber City
 Robert Cole, Ogden
 Ilene Coles, Bountiful
 Merla Coles, Bountiful
 Gaye Collins, Roosevelt
 Dale Cook, Sandy
 Dwight Cottam, Ogden
 Lloyd DeGraw, Payson
 Leo Duran, Salt Lake City
 Tedi Ann Ercanbrack, Coalville
 Laura Fisher, Nevada
 Rose Marie Flores, Nevada
 Drew Foley, Ogden
 Elaine Foote, Ogden
 Mary Lou Foote, Ogden
 Reva Foote, Ogden
 Clyde Fowler, Salt Lake City
 Daleen Free, Nevada
 Darlene Fullmer, Salt Lake City
 Randall Furlow, Murray
 Daniel Garcia, Bingham Canyon
 Maria Garcia, Bingham Canyon
 Donald Garner, Clearfield
 Robert Gillespie, Provo
 Veldon Haddon, Ogden
 Renee Hallet, Ogden
 Diane Hammond, Roy

Michael Helmick, Green River
 James Hill, Spanish Fork
 John Holt, Loa
 Joyce Hunt, Ogden
 Rhonda Hurst, Orem
 Mary Ann Hutchings, Provo
 Clarinda Jack, Fort Duchesne
 Judith Jenkins, Nevada
 Robert Kerr, Tooele
 Thomas King, Salt Lake City
 Wayne Kitchen, Pleasant Grove
 Ronald Koss, Price
 Roger Krebs, Kaysville
 Frank Krohn, Salt Lake City
 Richard Kunkel, Salt Lake City
 Bridget Laramie, Bountiful
 Celia May Laramie, Bountiful
 Brent LeFevre, Nevada
 Kevin Locke, Dragerton
 Theodore Lopez, Helper
 Lynn Losee, Delta
 Gayle Marlow, Ogden
 Abel Martinez, Ogden
 Tiodoro Martinez, Ogden
 Henrietta Mata, Ogden
 Roy Milburn, Wyoming
 Tanni Rae Molyneux, Riverton
 Raymond Monson, Salt Lake City
 Charles Moore, Delta
 Robert Morton, Clearfield
 Kenneth Murashige, Ogden
 Roger Murashige, Ogden
 John Murray, Grantsville
 Catherine Newman, Bountiful
 Toni Lee Nicholas, Salina
 Nancy O'Brien, Midvale
 John O'Neill, Salt Lake City
 Ricky Orlandi, Helper
 Thomas Osmond, Ogden
 Connie Perkins, Ogden
 Ronald Perkins, Magna
 Eric Przybyla, Salt Lake City
 Diane Quinn, Cedar City
 Gregory Rathbun, Kearns
 Norman Reese, Smithfield
 Gerald Roach, Tooele
 Carl Roberts, Lehi
 Lennis Roberts, Roy
 Stephen Ryan, Heber City
 Beth Sabey, Wallsburg
 Ernest Salazar, Ogden
 Nellie Sausedo, Dragerton

Dennis Schemenauer, Ogden
 Gerald Schwab, Salt Lake City
 Kenneth Simmons, Ogden
 Lucille Simmons, Ogden
 Vandella Simmons, Ogden
 Larry Sizemore, Salt Lake City
 Brant Skelton, Wood Cross
 Annette Skinner, Ogden
 Linda Snodgrass, Kearns
 Randall Sobieski, Salt Lake City
 Ida Mae Spader, Tooele
 Darlene Stewart, Salt Lake City
 Carol Street, Salt Lake City
 Jack Street Salt Lake City
 Patricia Street, Salt Lake City
 Wayne Stoltz, Little Valley
 Arthur Syrett, Ruby's Inn
 Roger Tallerico, Helper
 Arlene Tanner, Salt Lake City

Morris Tatum, Nevada
 David Thompson, Ogden
 Marsha Thurston, Richfield
 Dian Todd, Salt Lake City
 Raymond Valencia, Magna
 Bruce Van Kampen, Ogden
 Carol Weenig, Salt Lake City
 Mauna Wetzel, Ogden
 Linda Whitlock, Ogden
 Helen Wilkin, Nevada
 Markley Wilkin, Nevada
 Norman Williams, Nevada
 Alayne Winegar, Bountiful
 Vickie Woodruff, Ogden
 Joyce Woolsey, Salt Lake City
 Micheal Woods, Salt Lake City
 Jessie Works, Delta
 Clarke Zemp, Orem

Students enrolled in the Utah School for the Blind School Year 1958-1959

Sharlene Adamson, Salt Lake City
 David Arellano, Salt Lake City
 Melvin Arnold, Bountiful
 Jeffrey Ball, Ogden
 Evysue Bayles, Salt Lake City
 Alyce Buoy, Ogden
 Elton Brooks, Clearfield
 Diane Brown, Salt Lake City
 Ray Compagna, Murray
 Rodney Carr, Clearfield
 Mikie Clausing, Salt Lake City
 Ellen Fielding, Orem
 Lynnette Fox, Orem
 Ralph Frandsen, Salt Lake City
 William Gibson, Ogden
 Sharon Hamaker, Ogden
 Carlene Hock, Ogden
 Richard Holbrook, Ogden
 Terri Lynne Hossner, Ogden
 Robert Howard, Salt Lake City
 Bonnie Howell, Moab
 Maureen Jarvis, Clearfield
 Jo Ann Jensen, Kearns

Vickie Lake, Salt Lake City
 Judith Macom, Ogden
 Thomas Mitchell, Provo
 Paul Nicksich, Wyoming
 Glen Neilson, Lynndyl
 Bonnie Oberhansley, Neola
 Cheryl Outsen, Salt Lake City
 Judy Romero, Salt Lake City
 Erma Shores, Dugway
 Lee Sheffield, Brigham City
 Scott Stanger, Salt Lake City
 George Stuart, Logan
 Micheal Taylor, Provo
 Milton Taylor, Provo
 Jo Lynn Tarro, Salt Lake City
 Julene Thorderson, Clear Creek
 Patsy Tomlinson, Salt Lake City
 Gerald Torgerson, Sigurd
 Ricky Trujillo, Salt Lake City
 Norman Tuttle, Ogden
 Eugene Wood, Murray
 Teresa Zentner, Ogden

Students enrolled in the Utah School for the Deaf School Year 1959-1960

Thomas Adams, Sandy
 Kathleen Allen, Salt Lake City
 Robert Alvey, Salt Lake City
 Paul Anderson, Salt Lake City
 Henry Armijo, Nevada

Carolyn Armstrong, Nevada
 Paul Arthur, Murray
 Ronald Barker, Ogden
 Janice Berghout, Midvale
 Wilford Bergmann, Sandy

William Billeter, Salt Lake City
 Christine Bowman, Salt Lake City
 Sandra Bisignano, Salt Lake City
 Ismael Briseno, Ogden
 Ronald Burdett, Ogden
 Kathleen Burgess, Layton
 Suzanne Cain, Nevada
 Stanley Caldwell, Moab
 Dennis Calley, Orem
 Karen Carter, Nevada
 Gary Chapman, Clearfield
 Karl Checketts, Brigham City
 Jay Christensen, Rockville
 Nancy Christensen, Rockville
 Steven Christensen, Rockville
 Marilyn Christiansen, American Fork
 Anna Marie Clark, Orem
 Barbara Clay, Salt Lake City
 Roy Cochran, Heber City
 Robert Cole, Ogden
 Merla Coles, Bountiful
 Gaye Collins, Roosevelt
 Dale Cook, Sandy
 Dwight Cottam, Ogden
 Lloyd DeGraw, Payson
 Leo Duran, Salt Lake City
 Tedi Ann Ercanbrack, Ogden
 Laura Fisher, Nevada
 Rose Marie Flores, Nevada
 Drew Foley, Ogden
 Elaine Foote, Ogden
 Mary Lou Foote, Ogden
 Reva Foote, Ogden
 Clyde Fowler, Salt Lake City
 Daleen Free, Nevada
 Darlene Fullmer, Salt Lake City
 Randall Furlow, Murray
 Daniel Garcia, Bingham Canyon
 Maria Garcia, Bingham Canyon
 Donald Garner, Clearfield
 Robert Gillespie, Provo
 Veldon Haddon, Ogden
 Debra Hale, Salt Lake City
 Renee Hallet, Ogden
 Diane Hammond, Roy
 Michael Helmick, Green River
 Ricky Herod, Salt Lake City
 James Hill, Spanish Fork
 Jon Hodson, Salt Lake City
 John Holt, Loa
 Joyce Hunt, Ogden
 Rhonda Hurst, Orem
 Mary Ann Hutchings, Provo
 Clarinda Jack, Fort Duchesne
 Brad Jenkins, Nephi

Barbara Jeppsen, Corinne
 Suzanne Kerr, Ogden
 Thomas King, Salt Lake City
 Wayne Kitchen, Pleasant Grove
 Ronald Koss, Price
 Roger Krebs, Kaysville
 Frank Krohn, Salt Lake City
 Richard Kunkel, Salt Lake City
 Christine Land, Ogden
 Dennis Land, Ogden
 Bridget Laramie, Bountiful
 Celia May Laramie, Bountiful
 Brent LeFevre, Nevada
 Kevin Locke, Orem
 Theodore Lopez, Helper
 Lynn Losee, Delta
 Abel Martinez, Ogden
 Tiodoro Martinez, Ogden
 Henrietta Mata, Ogden
 Mary McKell, Payson
 Roy Milburn, Wyoming
 Tanni Rae Molyneux, Riverton
 Brian Monson, Salt Lake City
 Raymond Monson, Salt Lake City
 Charles Moore, Delta
 Robert Morton, Clearfield
 Kenneth Murashige, Ogden
 Roger Murashige, Ogden
 John Murray, Grantsville
 Catherine Newman, Bountiful
 Toni Lee Nicholas, Salina
 Nancy O'Brien, Midvale
 John O'Neill, Salt Lake City
 Sharadee Opheikens, Ogden
 Ricky Orlandi, Helper
 Thomas Osmond, Ogden
 Connie Perkins, Ogden
 Ronald Perkins, Magna
 Eric Przybyla, Salt Lake City
 Diane Quinn, Cedar City
 Gregory Rathbun, Kearns
 Norman Reese, Smithfield
 Gerald Roach, Tooele
 Carl Roberts, Lehi
 Lennis Roberts, Roy
 Stephen Ryan, Heber City
 Beth Sabey, Wallsburg
 Ernest Salazar, Ogden
 Milton Salazar, Ogden
 Nellie Sausedo, Dragerton
 Dennis Schemenauer, Ogden
 Gerald Schwab, Salt Lake City
 Winchell Shupla, Brigham City
 Kenneth Simmons, Ogden
 Vandella Simmons, Ogden

Larry Sizemore, Salt Lake City
 Brant Skelton, Woods Cross
 Annette Skinner, Ogden
 Linda Snodgrass, Kearns
 Randall Sobieski, Salt Lake City
 Ida Mae Spader, Tooele
 Janene Sorensen, Ogden
 Glen Sparr, Ogden
 Darlene Stewart, Salt Lake City
 Carol Street, Salt Lake City
 Jack Street Salt Lake City
 Patricia Street, Salt Lake City
 Wayne Stoltz, Ogden
 Randy Swanson, Granger
 Roger Tallerico, Helper
 Arlene Tanner, Salt Lake City
 Morris Tatum, Nevada
 Eldon Thomas, Spanish Fork
 David Thompson, Ogden

Marsha Thurston, Richfield
 Dian Todd, Salt Lake City
 Raymond Valencia, Magna
 Bruce Van Kampen, Ogden
 Alexandria Van Kwawegan, S. L. C.
 Carol Weenig, Salt Lake City
 Mauna Wetzel, Ogden
 Linda Whitlock, Ogden
 Helen Wilkin, Nevada
 Markley Wilkin, Nevada
 Norman Williams, Nevada
 Cindy Wilson, Pleasant Grove
 Alayne Winegar, Bountiful
 Vickie Woodruff, Ogden
 Joyce Woolsey, Salt Lake City
 Micheal Woods, Salt Lake City
 Jessie Works, Delta
 Clarke Zemp, Orem
 Terry Zemp, Orem

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 Deborah Bettess, Salt Lake City
 Alyce Buoy, Ogden
 Maurice Bowman, Salt Lake City
 Elton Brooks, Clearfield
 Diane Brown, Salt Lake City
 Ray Compagna, Murray
 Rodney Carr, Clearfield
 Mikie Clausing, Salt Lake City
 Hazel Draper, Santaquin
 George Emerson, Park City
 Jimmie Emerson, Park City
 Ellen Fielding, Orem
 Lynnette Fox, Orem
 Ralph Frandsen, Salt Lake City
 William Gibson, Ogden
 Rhonda Hamaker, Ogden
 Sharon Hamaker, Ogden
 Carlene Hock, Ogden
 Richard Holbrook, Ogden
 Terri Lynne Hossner, Ogden
 Robert Howard, Salt Lake City
 Bonnie Howell, Moab
 Maureen Jarvis, Clearfield

Pauline Jaramillo, Salt Lake City
 Jo Ann Jensen, Kearns
 Vickie Lake, Salt Lake City
 Judith Macom, Ogden
 Micheal Mahone, Salt Lake City
 Thomas Mitchell, Provo
 Paul Nicksich, Wyoming
 Glen Neilson, Lynndyl
 Bonnie Oberhansley, Neola
 Marilyn Osmond, Ogden
 Cheryl Outsen, Salt Lake City
 Wallace Pehrson, Ogden
 Linda Reeder, Roy
 Judy Romero, Salt Lake City
 Dean Sam, Nevada
 Gerald Sam, Nevada
 Erma Shores, Dugway
 Lee Sheffield, Brigham City
 Vincent Silas, Nevada
 Scott Stanger, Salt Lake City
 George Stuart, Logan
 Jo Lynn Tarro, Salt Lake City
 Julene Thorderson, Clear Creek
 Patsy Tomlinson, Salt Lake City
 Gerald Torgerson, Sigurd
 Ricky Trujillo, Salt Lake City
 Norman Tuttle, Ogden
 Eugene Wood, Murray
 Teresa Zentner, Ogden

CAMPUS MASTER PLAN

KEY:

- 1 HOSPITAL
- 2 COTTAGE
- 3 MAINTENANCE STORAGE
- 4 PRIMARY HALL
- 5 ADMINISTRATION - CLASSROOM
- 6 BLIND BOYS' DORMITORY
- 7 GYMNASIUM
- 8 GIRLS' DORMITORY
- 9 SUPERINTENDANT'S HOME
- 10 BOYS' DORMITORY
- 11 COLD STORAGE
- 12 HEATING PLANT
- 13 MAINTENANCE SHOP
- 14 CLASSROOM BUILDING

SYMBOLS:

- EXISTING
- 1959 APPROPRIATED
- 1961 REQUESTED

SCALE

0 20 40 60 100 120

SEALING NUMBER - BUILDING NUMBER

1957 \$25.00 (WAR SURPLUS)

1951 \$26,000

1913 \$7,000

1899 \$35,000

1967 \$300,000

1903 REMODELED 1951 \$29,500

1903 \$12,000

1954 \$500,000

1930 \$100,000

1935 \$100,000

1906 \$5,300

SYMBOLS:

1959 APPROPRIATED

1961 REQUESTED

